

Detailed Assessment Report

As of: 5/08/2015 04:42 PM EDT

2014-2015 School of Nursing

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

In support of Indiana University Kokomo's statements of commitment, the mission of the School of Nursing is to provide educational opportunities that prepare nurses at the baccalaureate and higher degree levels to provide safe, culturally competent, evidence-based health care. Reflective of the faculty commitment to professional nursing, students are presented with opportunities for community involvement, professional engagement and lifelong learning.

Detailed Assessment Report

As of: 5/08/2015 04:42 PM EDT

2014-2015 Nursing BS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

In support of Indiana University Kokomo's statements of commitment, the mission of the School of Nursing is to provide educational opportunities that prepare nurses at the baccalaureate and higher degree levels to provide safe, culturally competent, evidence-based health care. Reflective of the faculty commitment to professional nursing, students are presented with opportunities for community involvement, professional nursing, students are presented with opportunities for community involvement, professional engagement and lifelong learning.

Goals

G 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.

G 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

The BSN graduate applies knowledge and skills in quality improvement and patient safety.

G 3: The BSN Graduate translates current evidence for best practices in the provision of nursing care.

The BSN Graduate translates current evidence for best practices in the provision of nursing care.

G 4: The BSN Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing

The BSN Graduate applies knowledge and skills in information management and patient care technology

in the delivery of nursing care.

G 5: The BSN Graduate understands the interplay between health care policy, finance, and regulatory environments on the nursing car

The BSN Graduate understands the interplay between health care policy, finance, and regulatory

environments on the nursing care situation.

G 6: The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care.

The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered

care.

G 7: The BSN Graduate demonstrates clinical prevention and population health skills.

The BSN Graduate demonstrates clinical prevention and population health skills.

G 8: The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice.

The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity,

integrity, and social justice.

G 9: The BSN Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across

The BSN Graduate practices nursing with individuals, families, groups, communities, and populations

across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation.

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1: The BSN graduate applies a solid base in liberal education in the practice of nursing./COMP 1

Comp 1
Quantitative Literacy: (mathematics, statistics)

Integrate the knowledge and methods of a variety of disciplines to inform decision making

Related Artifacts/Objects:

A 1:Executive Summary for Outcome 1

This document contains an executive summary of various evaluation tools used to measure Outcome 1: The BSN graduate applies a solid based in liberal education in practice of nursing.

Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT	OR=OBSERVED REPORT			
Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.	Grad Survey (SR)		Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good. Benchmark: means at 3.00 or	Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i>
	Alum Survey: 1 year (SR)		Mailed 1 year post grad. Every August		

more on all three measures. *Alumni survey* Program outcome 1

All instruments used in Nursing have values as follows: mean 2.93 (3.4 for 2011)

- 1=strongly disagree,
- 2=Disagree,
- 3=Agree,
- 4=strongly Agree.

Senior Writing Sample

Senior 1 (Community Health Course)

Writing Sample Benchmark 84%.

Writing Samples= 98.4%

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Source of Evidence: Academic direct measure of learning - other

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**Baccalaureate in
Nursing: 2012
Assessment Results**

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK				
Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.	Grad Survey (SR)		Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good. Benchmark: means at 3.00 or more on all three measures.	Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i> Alumni survey <i>Program outcome 1</i>
	Alum Survey: 1 year (SR)		Mailed 1 year post grad. Every August		

All instruments used in Nursing have values as follows: *mean 2.93 (3.4 for 2011)*

1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Senior Writing Sample

Senior 1 (Community Health Course)

Writing Sample Benchmark 84%.

Writing Samples= 98.4%

S 2: The BSN graduate applies a solid base in liberal education in the practice of nursing./COMP 2
COMP 2

Social & Behavioral Sciences: (psychology, sociology)

Integrate the knowledge and methods of a variety of disciplines to inform decision making

Related Artifacts/Objects:

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Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

**(2011 results in
parentheses for
comparison, with
some graphic data
that follows)**

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK				
Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.	Grad Survey (SR)		Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with	Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011</i>

Alum Survey: 1 year (SR)

Mailed 1 year post grad.

scores of 3.00 or above rated as good. *May Grad)*

Every August

Benchmark: means at 3.00 or more on all three measures. *Alumni survey Program outcome 1 mean 2.93 (3.4 for 2011)*

All instruments used in Nursing have values as follows:

1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Senior Writing Sample

Senior 1 (Community Health Course)

Writing Sample Benchmark 84%.

Writing Samples= 98.4%

A 2:Executive Summary for Outcome 1

This document contains an executive summary of various evaluation tools used to measure Outcome 1: The BSN graduate applies a solid based in liberal education in practice of nursing.

Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

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parentheses for
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OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK				
Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.	Grad Survey (SR)		Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as	Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i>
	Alum Survey: 1 year (SR)		Mailed 1 year post		

grad.

good.

Every
August

**Benchmark:
means at 3.00 or
more on all
three measures.**

**Alumni
survey** Program
outcome 1
mean 2.93 (3.4
for 2011)

**All instruments
used in Nursing
have values as
follows:**

1=strongly
disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Senior Writing
Sample

Senior 1
(Community
Health
Course)

Writing Sample
Benchmark 84%.

**Writing
Samples=
98.4%**

S 3: The BSN graduate applies a solid base in liberal education in the practice of nursing./COMP3

Information Literacy:

Uses skills of inquiry, analysis, and information literacy to address practical issues.

Related Artifacts/Objects:

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Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
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**Baccalaureate in
Nursing: 2012
Assessment Results**

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parentheses for
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OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT			
	OR=OBSERVED REPORT			
	P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK			

Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.

Grad Survey (SR)

Senior 2

Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.

Grad Survey:
Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)

Alum Survey: 1 year (SR)

Mailed 1 year post grad.

Every August

Benchmark: means at 3.00 or more on all three measures.

Alumni survey
Program outcome 1 mean 2.93 (3.4 for 2011)

All instruments used in Nursing have values as follows:

1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Senior Writing Sample

Senior 1 (Community Health Course)

Writing Sample Benchmark 84%.

Writing Samples= 98.4%

A 2:Executive Summary for Outcome 1

This document contains an executive summary of various evaluation tools used to measure Outcome 1: The BSN graduate applies a solid based in liberal education in practice of nursing.

Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT	OR=OBSERVED REPORT			
Program Outcome 1: The BSN graduate	P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	Grad Survey (SR)	Senior 2	Each of these three rating	Grad Survey: Program

applies a solid base in liberal education in the practice of nursing.

Alum Survey: 1 year (SR)

Mailed 1 year post grad.

Every August

sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.

outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)

Benchmark: means at 3.00 or more on all three measures.

Alumni survey Program outcome 1 mean 2.93 (3.4 for 2011)

All instruments used in Nursing have values as follows:

1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Senior Writing Sample

Senior 1 (Community Health Course)

Writing Sample Benchmark 84%.

Writing Samples= 98.4%

S 4: The BSN graduate applies a solid base in liberal education in the practice of nursing./COMP 4

Critical Thinking:

Demonstrates critical thinking skills in addressing ambiguous and unpredictable clinical problems

Related Artifacts/Objects:

A 1: Executive Summary for Outcome 1

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Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

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OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT			
	OR=OBSERVED			

REPORT

**P=PERFORMANCE
ON TEST, PAPER,
OR SKILL CHECK**

**Program Outcome
1: The BSN graduate
applies a solid base
in liberal education
in the practice of
nursing.**

<p>Grad Survey (SR)</p>	<p>Senior 2</p>	<p>Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.</p>	<p>Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i></p>
<p>Alum Survey: 1 year (SR)</p>	<p>Mailed 1 year post grad. Every August</p>	<p>Benchmark: means at 3.00 or more on all three measures.</p> <p><u>All instruments used in Nursing have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree.</p>	<p>Alumni survey <i>Program outcome 1 mean 2.93 (3.4 for 2011)</i></p>
<p>Senior Writing Sample</p>	<p>Senior 1 (Community Health Course)</p>	<p>Writing Sample Benchmark 84%.</p>	<p>Writing Samples= 98.4%</p>

A 2:Executive Summary for Outcome 1

This document contains an executive summary of various evaluation tools used to measure Outcome 1: The BSN graduate applies a solid based in liberal education in practice of nursing.

Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

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OUTCOME	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	SR=SELF REPORT OR=OBSERVED REPORT			

**P=PERFORMANCE
ON TEST, PAPER,
OR SKILL CHECK**

Grad Survey (SR)	Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.	Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i>
Alum Survey: 1 year (SR)	Mailed 1 year post grad. Every August	Benchmark: means at 3.00 or more on all three measures.	Alumni survey <i>Program outcome 1 mean 2.93 (3.4 for 2011)</i>

Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.

All instruments used in Nursing have values as follows:
1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Senior Writing Sample	Senior 1 (Community Health Course)	Writing Sample Benchmark 84%.	Writing Samples= 98.4%
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S 5: The BSN graduate applies a solid base in liberal education in the practice of nursing./COMP 5

Ethics and Civic Engagement:

Engage in ethical reasoning and actions to promote advocacy, collaboration, and social justice.

Related Artifacts/Objects:

A 1: Executive Summary for Outcome 1

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Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

**(2011 results in
parentheses for
comparison, with
some graphic data
that follows)**

OUTCOME	PRIMARY TOOLS FOR PROGRAM	WHEN IS THE	BENCHMARKS AND	DATA FROM GRADUATING
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ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	MEASURE TAKEN?	MEASUREMENT CLASS COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:
<p>Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.</p>	Grad Survey (SR)	Senior 2	<p>Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.</p> <p>Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i></p>
	Alum Survey: 1 year (SR)	<p>Mailed 1 year post grad.</p> <p>Every August</p>	<p>Benchmark: means at 3.00 or more on all three measures.</p> <p><u>All instruments used in Nursing have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree.</p> <p>Alumni survey <i>Program outcome 1 mean 2.93 (3.4 for 2011)</i></p>
	Senior Writing Sample	Senior 1 (Community Health Course)	<p>Writing Sample Benchmark 84%.</p> <p>Writing Samples= 98.4%</p>

A 2:Executive Summary for Outcome 1

This document contains an executive summary of various evaluation tools used to measure Outcome 1: The BSN graduate applies a solid based in liberal education in practice of nursing.

Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

**(2011 results in
parentheses for
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some graphic data
that follows)**

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH	DATA FROM GRADUATING CLASS
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**LEARNING
OUTCOME)**

REPORT

**OR=OBSERVED
REPORT**

**P=PERFORMANCE
ON TEST, PAPER,
OR SKILL CHECK**

**TOOL IN
PROGRAM
EVALUATION:**

Grad Survey (SR)

Senior 2

Alum Survey: 1
year (SR)

Mailed 1
year post
grad.

Every
August

Each of these
three rating
sheets has a "4"
as highest rating,
and "1" as the
lowest, with
scores of 3.00 or
above rated as
good.

Grad Survey:
*Program
outcome 1
mean 3.26 for
2012 May Grad
(3.35 for 2011
May Grad)*

**Benchmark:
means at 3.00 or
more on all
three measures.**

**Alumni
survey***Program
outcome 1
mean 2.93 (3.4
for 2011)*

**All instruments
used in Nursing
have values as
follows:**

1=strongly
disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

**Program Outcome
1: The BSN graduate
applies a solid base
in liberal education
in the practice of
nursing.**

Senior Writing
Sample

Senior 1
(Community
Health
Course)

Writing Sample
Benchmark 84%.

**Writing
Samples=
98.4%**

S 6: The BSN graduate applies a solid base in liberal education in the practice of nursing./COMP 6

Physical & Life Sciences (anatomy, physiology, microbiology)

Integrate the knowledge and methods of a variety of disciplines to inform decision making nursing practice

Related Artifacts/Objects:

A 1: Executive Summary for Outcome 1

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Source of Evidence: Academic direct measure of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

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some graphic data that follows)

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT	OR=OBSERVED REPORT			
<p>Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.</p>	Grad Survey (SR)		Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.	Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i>
	Alum Survey: 1 year (SR)		Mailed 1 year post grad. Every August	Benchmark: means at 3.00 or more on all three measures.	Alumni survey <i>Program outcome 1 mean 2.93 (3.4 for 2011)</i>
	Senior Writing Sample		Senior 1 (Community Health Course)	Writing Sample Benchmark 84%.	

**Writing
Samples=
98.4%**

A 2:Executive Summary for Outcome 1

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Source of Evidence: Academic direct measure of learning - other

**Indiana University
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Nursing: 2012
Assessment Results**

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some graphic data
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OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 1: The BSN graduate applies a solid base in liberal education in the practice of nursing.</p>	<p>SR=SELF REPORT</p> <p>OR=OBSERVED REPORT</p>	<p>P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK</p>	<p>Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.</p> <p>Benchmark: means at 3.00 or more on all three measures.</p> <p><u>All instruments used in Nursing have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree.</p>	<p>Grad Survey: <i>Program outcome 1 mean 3.26 for 2012 May Grad (3.35 for 2011 May Grad)</i></p> <p>Alumni survey<i>Program outcome 1 mean 2.93 (3.4 for 2011)</i></p>
	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p>	<p>Senior 2</p> <p>Mailed 1 year post grad.</p> <p>Every August</p>	<p>Writing Sample Benchmark 84%.</p>	<p>Writing Samples= 98.4%</p>
	<p>Senior Writing Sample</p>	<p>Senior 1 (Community Health Course)</p>		

S 7: The BSN graduate applies knowledge and skills in quality improvement and patient safety./COMP 1

Maintain safety in the provision of nursing care.

Related Artifacts/Objects:

A 3: Executive Summary Outcome 2

This document contains an executive summary of various evaluation tools used to measure Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

Source of Evidence: Academic indirect indicator of learning - other

Indiana University Kokomo School of Nursing

Baccalaureate in Nursing: 2012 Assessment Results

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME

ASSESSMENT

AREA

Program Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

S 8: The BSN graduate applies knowledge and skills in quality improvement and patient safety./COMP 2

Identify nurse sensitive indicators relevant to the care of diverse populations on the clinical unit.

Related Artifacts/Objects:

A 3: Executive Summary Outcome 2

This document contains an executive summary of various evaluation tools used to measure Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

Source of Evidence: Academic indirect indicator of learning - other

Indiana University Kokomo School of Nursing

Baccalaureate in Nursing: 2012 Assessment Results

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME

ASSESSMENT

AREA

Program Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

S 9: The BSN Graduate translates current evidence for best practices in the provision of nursing care.

The BSN Graduate translates current evidence for best practices in the provision of nursing care.

Related Artifacts/Objects:

A 4: Executive Summary for Outcome 3

The attached document contains an executive summary of various evaluation tools. Outcome 3: The BSN Graduate translates current evidence for best practices in the provision of nursing care.21fd4af8-2652-4f73-99a3-3571a1e121f8

Source of Evidence: Academic indirect indicator of learning - other

**Indiana
University
Kokomo
School of
Nursing**

**Baccalaureate
in Nursing:
2012
Assessment
Results**

**(2011 results in
parentheses for
comparison,
with some
graphic data
that follows)**

<p>OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)</p>	<p>PRIMARY TOOLS FOR PROGRAM EVALUATION*</p> <p>SR=SELF REPORT</p> <p>OR=OBSERVED REPORT</p> <p>P=PERFORMANCE</p>	<p>WHEN IS THE MEASURE TAKEN?</p>	<p>BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:</p>	<p>DATA FROM GRADUATING CLASS</p>
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**ON TEST, PAPER,
OR SKILL CHECK**

<p>Program Outcome 3: The BSN Graduate translates current evidence for best practices in the provision of nursing care.</p>	<p>Grad Survey (SR)</p>	<p>Senior 2</p>	<p>Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.</p>	<p>Grad Survey: <i>Program outcome 3 mean 3.36 for 2012 May Grad (3.31 for 2011 May Grad)</i></p>				
	<p>Alum Survey (SR)</p>	<p>Mailed 1 year post grad. Every August</p>	<p>Benchmark: means at 3.00 or more on all three measures.</p>	<p>Alumni survey <i>Program outcome 3 mean 3.00 (3.32 for 2011)</i></p>				
	<p>ATI Test Comp Predictor (P)</p>	<p>Senior 2</p>	<p><u>All instruments used in Nursing have values as follows:</u></p>	<p>1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree.</p>	<p>ATI Comprehensive Predictor: Comprehensive Predictor:</p>			
			<p>ATI Comprehensive Predictor test is a nationally normed test given to seniors in capstone class.</p>	<p>% of senior 2's who achieved a score high enough to predict a 94% probability of passing the NCLEX exam:</p>				
			<p>Benchmark: Comprehensive Predictor: 50 % of senior 2's will achieve a score high enough to predict a 94% probability of passing the NCLEX exam. Note: students may take the predictor three times.</p>	<table border="0"> <thead> <tr> <th data-bbox="1085 1848 1236 1892">Year/Sem</th> <th data-bbox="1236 1848 1366 1892">Percent</th> </tr> </thead> <tbody> <tr> <td data-bbox="1085 1937 1236 2031">Spring 2012</td> <td data-bbox="1236 1937 1366 2031">92.3 (42.86 for 2011)</td> </tr> </tbody> </table>	Year/Sem	Percent	Spring 2012	92.3 (42.86 for 2011)
Year/Sem	Percent							
Spring 2012	92.3 (42.86 for 2011)							

S 10: The BSN Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing

The BSN Graduate applies knowledge and skills in information management and patient care technology

in the delivery of nursing care

Related Artifacts/Objects:

A 5: Executive Summary for Outcome 4

The attached document contains an executive summary of various evaluation tools. Outcome 4 The BSN Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing care.

Source of Evidence: Academic indirect indicator of learning - other

**Indiana
University
Kokomo
School of
Nursing**

**Baccalaureate
in Nursing:
2012
Assessment
Results**

**(2011 results
in parentheses
for
comparison,
with some
graphic data
that follows)**

OUTCOME ASSESSMENT	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS	DATA FROM GRADUATING CLASS
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AREA

SR=SELF REPORT
OR=OBSERVED REPORT

FOR EACH TOOL IN PROGRAM EVALUATION:

P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK

Grad Survey:
Program outcome 4 mean 3.23 (3.32 for 2011 May Grad)

Grad Survey (SR)

Senior 2

Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.

Alumni survey
Program outcome 4 mean 2.64 (3.41 for 2011)

Program Outcome 4: The BSN Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing care.

Alumni Survey (SR)

Mailed 1 year post grad.

Every August

Benchmark: means at 3.00 or more on all three measures.

All instruments used in Nursing have values as follows:

1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

ATI Leadership subsection Management of Care (P)

Senior 2

ATI: Subsection Management of Care

ATI benchmark 52.6% for Subsection Management of Care.

Year/Month Percentile

May 2012 80.6

Dec 2012 74.2

S 11: The BSN Graduate understands the interplay between health care policy, finance, and regulatory environments on the nursing care

The BSN Graduate understands the interplay between health care policy, finance, and regulatory

environments on the nursing care situation.

Related Artifacts/Objects:

A 6: Executive Summary Outcome 5

The attached document contains an executive summary of various evaluation tools. Outcome 5 The BSN Graduate understands the interplay between health care policy, finance, and regulatory environments on the nursing care.

Source of Evidence: Academic indirect indicator of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

**(2011 results in
parentheses for
comparison, with
some graphic data
that follows)**

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT	OR=OBSERVED REPORT			
	P=PERFORMANCE				
BSN Program Outcome 5: The BSN Graduate understands the interplay between health care policy,	Grad Survey (SR)		Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with	Grad Survey: <i>Program outcome 5 mean 3.30 for 2012 May Grad (3.22 for 2011</i>

finance, and regulatory environments on the nursing care situation.

Alum Survey: 1 year (SR)

Mailed 1 year post grad.

Every August

scores of 3.00 or above rated as good. *May Grad)*

Benchmark: means at 3.00 or more on all three measures.

Alumni survey Program outcome 5

All instruments used in Nursing have values as follows:

mean 2.86 (2.95 for 2011)

1=strongly disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

S 12: The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care.

The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care.

Related Artifacts/Objects:

A 7: Executive Summary Outcome 6

The attached document contains an executive summary of various evaluation tools. Outcome 6 The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care

Source of Evidence: Academic indirect indicator of learning - other

**Indiana
University
Kokomo
School of
Nursing**

**Baccalaureate in
Nursing:
2012
Assessment Results**

**(2011
results in
parentheses for
comparisons)**

n, with some graphic data that follows)

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
BSN Program Outcome 6: The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care.	Grad Survey (SR)	Senior 2	Each of these three rating sheets has a "4" as highest rating, and "1" as the lowest, with scores of 3.00 or above rated as good.	Grad Survey: Program outcome 6 mean 3.45 for 2012 May Grad (3.05 for 2011 May Grad)
	Alum Survey: 1 year (SR)	Mailed 1 year post grad.	Benchmark: means at 3.00 or more on all three measures.	Alumni survey Program outcome 6 mean 2.93 (3.84 for 2011)
	Annual Pass Rates (P)	Report from National Council on Licensure	<u>All instruments used in Nursing have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree.	NLCEX Pass Rate: The final report has not been published for 2012 however; the most recent report has IU Kokomo at 94%.
				Year 200 200 200 201 201 201

			7	8	9	0	1	2	
ATI Med/Surg comprehensive (P)	ATI Taken Senior 2	We receive quarterly reports on pass rates. Benchmark: Meet and or exceed the National Average Pass Rate (varies from year to year (2011 87.89%))	National Pass Rate	85.5	86.7	88.4	87.4	87.9	91.7
			IU Koko mo	82.8	93.6	77.2	70	76	94

Employer Survey (P) Annual **ATI Med/Surg Comprehensive** 2012 May class 76th National Percentile Rank (85th 2011 May), 2012 December class scored 33rd National Percentile Rank (49th 2011 May).

ATI Med/Surg Comprehensive Benchmark 50% National Percentile Rank. **Employer Survey:** Qualitative data from aggregate interviews shows employers are satisfied with our graduate's performance.

Qualitative data used for program outcome assessment and revision.

S 13: The BSN Graduate demonstrates clinical prevention and population health skills.

The BSN Graduate demonstrates clinical prevention and population health skills.

Related Artifacts/Objects:

A 8: Executive Summary Outcome 7

The attached document contains an executive summary of various evaluation

tools. Outcome 7 The BSN Graduate demonstrates clinical prevention and population health skills.

Source of Evidence: Academic indirect indicator of learning - other

**Indiana University
Kokomo School of
Nursing**

**Baccalaureate in
Nursing: 2012
Assessment Results**

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION*		WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
	SR=SELF REPORT	OR=OBSERVED REPORT			
BSN Program Outcome 7: The BSN Graduate demonstrates clinical prevention and population health skills.	Alum Survey: 1 year (SR)		Mailed 1 year post grad.	Each of these three rating sheets has a "4" as highest rating and "1" as the lowest, with scores of 3.00 or above rated as good.	Grad Survey: <i>Program outcome 7 mean 3.23 for 2012 May Grad (3.25 for 2011 May Grad)</i>
			Every August	Benchmark: means at 3.00 or more on all three measures.	Alumni survey <i>Program outcome 7 mean 3.00 (3.09 for 2011)</i>
			Senior 1	<u>All instruments used in Nursing have values as follows:</u>	

Population Focused Senior 1
Assignment (P)

1=strongly
disagree,
2=Disagree,
3=Agree,
4=strongly Agree.

Population
Focused
Assessment
Benchmark 90%.

**Population
focused
assignment:
Mean 79.75%**

S 14: The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice

The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity,

integrity, and social justice.

Related Artifacts/Objects:

A 9: Executive Summary Outcome 8

The attached document contains an executive summary of various evaluation tools. Outcome 8 The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice.

Source of Evidence: Academic indirect indicator of learning - other

**Indiana
University
Kokomo School
of Nursing**

**Baccalaureate in
Nursing: 2012
Assessment
Results**

**(2011 results in
parentheses for**

comparison, with some graphic data that follows)

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
BSN Program Outcome 8: The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice.	SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE			
	Grad Survey (SP)	Senior 2	Each of these three rating sheets has a "4" as highest rating and "1" as the lowest, with scores of 3.00 or above rated as good.	Grad Survey: Program outcome 8 mean 3.46 for 2012 May Grads (3.52 for 2011 May Grad)
	Alumni Survey (SP)	Mailed 1 year post grad. Every August	Benchmark: means at 3.00 or more on all three measures. <u>All instruments used in Nursing have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree.	Alumni survey Program outcome 8 mean 3.21 (3.32 for 2011)
	Diversity Tool, Altruism (SR)	Senior 2		
	Culture Aging Project	Sophomore 2	Diversity, altruism Tool Benchmark at 3 or higher.	Diversity Survey, (Altruism Results): mean

Culture Aging Project
Benchmark 90%.

3.56 (2011 results 3.24)

Culture Aging Project

Year/Sem Score

Spring 2012 96%

S 15: The BSN Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation.

The BSN Graduate practices nursing with individuals, families, groups, communities, and populations

across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation.

Related Artifacts/Objects:

A 10: Executive Summary Outcome 9

The attached document contains an executive summary of various evaluation tools. Outcome 9 The BSN Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation.

Source of Evidence: Academic indirect indicator of learning - other

**Indiana University
Kokomo
School of Nursing**

Baccalaureate in Nursing: 2011 Assessment Results

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION*	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION :	DATA FROM GRADUATING CLASS
	SR=SELF REPORT			
	OR=OBSERVED REPORT			
	P=PERFORMANCE			
BSN Program Outcome 9: The BSN Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care	Grad Survey (SR)	Senior 2	Each of these three rating sheets has a "4" as highest rating and "1" as the lowest, with scores of 3.00 or above rated as good.	Grad Survey: <i>Program outcome 9 mean 3.35 (3.36 for 2011 May Grad)</i>
	Alumni Survey	Mailed 1 year post grad.	Benchmark: means at 3.00 or more on all three measures.	Alumni survey <i>Program outcome 9 mean 3.00 (3.14 for 2011)</i>
			<u>All instruments used in Nursing have values as</u>	

S 16: Social & Behavioral Sciences: (psychology, sociology) Integrate the knowledge and methods of a variety of disciplines to inform

Social & Behavioral Sciences: (psychology, sociology)

Integrate the knowledge and methods of a variety of disciplines to inform decision making

S 17: The BSN graduate applies knowledge and skills in quality improvement and patient safety./COMP 3

Apply leadership concepts in the provision of high quality nursing care delivery in a variety of settings.

Related Artifacts/Objects:

A 3: Executive Summary Outcome 2

This document contains an executive summary of various evaluation tools used to measure Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

Source of Evidence: Academic indirect indicator of learning - other

Indiana University Kokomo School of Nursing

Baccalaureate in Nursing: 2012 Assessment Results

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME

ASSESSMENT

AREA

Program Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

S 18: The BSN graduate applies knowledge and skills in quality improvement and patient safety./COMP 4

Participate in patient safety and quality improvement initiatives within the context of the inter professional team.

Related Artifacts/Objects:

A 3: Executive Summary Outcome 2

This document contains an executive summary of various evaluation tools used to measure Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

Source of Evidence: Academic indirect indicator of learning - other

Indiana University Kokomo School of Nursing

Baccalaureate in Nursing: 2012 Assessment Results

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME

ASSESSMENT

AREA

Program Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

S 19: The BSN graduate applies knowledge and skills in quality improvement and patient safety./COMP 5

Apply concepts of quality and safety to clinical problems using structure, process and outcome measures for improvement of current practice.

Related Artifacts/Objects:

A 3: Executive Summary Outcome 2

This document contains an executive summary of various evaluation tools used to measure Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

Source of Evidence: Academic indirect indicator of learning - other

Indiana University Kokomo School of Nursing

Baccalaureate in Nursing: 2012 Assessment Results

(2011 results in parentheses for comparison, with some graphic data that follows)

OUTCOME

ASSESSMENT

AREA

Program Outcome 2: The BSN graduate applies knowledge and skills in quality improvement and patient safety.

Detailed Assessment Report

As of: 5/08/2015 04:42 PM EDT

2014-2015 Nursing RN to BSN

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Goals

G 1:A critical thinker

A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.

G 2:A culturally sensitive individual

A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.

G 3:A knowledgeable coordinator

A knowledgeable coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.

G 4:An individual who understands health care policy, finance, & regulations

An individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery.

G 5:An individual who embodies the professional identity of the nurse

An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

G 6:An effective communicator

An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.

G 7:A competent care provider

A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.

G 8:An accountable leader and manager

An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.

G 9:An individual who embraces technology

An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1: A critical thinker/comp#1

Outcome 1: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making. Integrates theories and concepts from nursing and liberal education to apply nursing processes and evaluate outcomes of care.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 2: A critical thinker/comp#2

Outcome 1: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making. Utilizes research from nursing and multiple disciplines to select the best practice when caring for individuals, families and communities.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 3:A critical thinker/comp#3

Outcome 1: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making. Uses a systematic approach for clinical reasoning and decision making.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 4:A culturally sensitive individual/comp#1

Outcome 2: A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care. Applies knowledge of social and cultural factors that affect nursing and health care across multiple contexts.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 5:A culturally sensitive individual/comp#2

Outcome 2: A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care. Advocates for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 6:A knowledgeable coordinator who facilitates access to resources/comp#1

Outcome 3. A knowledgeable coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations. Assesses protective and predictive factors, including genetics, which influence the health of individuals, families, communities, and populations.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.1 (A) The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.
3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).
3.3.1 The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.

S 7:A knowledgeable coordinator who facilitates access to resources /comp#2

Outcome 3. A knowledgeable coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.

Appropriately assesses, develops and evaluates intervention strategies for health, healthcare and emergency preparedness needs of a defined population.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 8:An individual who understands health care policy/comp#1

Outcome 4. An individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery. Examines professional nursing's involvement and impact on local, state, national and international health care policies.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 9:An individual who understands health care policy/comp#2

Outcome 4. An individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery.

Examines current professional organizations, political trends, and public opinion that shape health care delivery

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 10:An individual who understands health care policy/comp#3

Outcome 4: An individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery.

Investigates policy changes that promote health for individuals, families and communities

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 11:An individual who embodies the professional identity of the nurse /Comp#1

Outcome 5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing

Demonstrates the professional standards of moral, ethical and legal conduct.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 12:An individual who embodies the professional identity of the nurse/Comp#2

Outcome 5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

Advocates for individuals, families, and communities by acting to prevent unsafe, illegal, or unethical care practices.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 13: An individual who embodies the professional identity of the nurse /Comp#3

Outcome 5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster growth and development in all areas of the discipline of nursing.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 14: An effective communicator/Comp # 1

Outcome 6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.

Communicates effectively in a variety of written and spoken formats.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 15: An effective communicator/Comp # 2

Outcome 6: An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.

Demonstrates the use of appropriate therapeutic interpersonal communication techniques.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 16: An effective communicator/Comp # 3

Outcome 6: An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.

Collaborates with other professionals and patients to provide spiritually and culturally appropriate health promotion, disease, and injury prevention interventions.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 17: A competent care provider /Comp#1

Outcome 7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments. Demonstrates mastery of basic nursing assessment techniques, intervention prioritization, skills performance, and care evaluation.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 18: A competent care provider /Comp#2

Outcome 7: A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
Provides appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 19: A competent care provider /Comp#3

Outcome 7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.

Facilitates patient-family-centered transitions of care throughout wellness, illness, recovery, rehabilitation, or death.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 20:An accountable leader /Comp#1

Outcome 8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.

Applies leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 21:An accountable leader /Comp#2

Outcome 8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.

Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster growth and development in all areas of the discipline of nursing.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 22:An accountable leader /Comp#3

Outcome 8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.

Demonstrates knowledge of health care financial and business practices.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 23:An individual who embraces information technology/Comp#1

Outcome 9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Demonstrate skills in using patient care technologies, information systems and communication devices that support safe nursing practice.

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

S 24:An individual who embraces information technology/Comp#2

**Outcome 9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.
Promotes achievement of safe and quality outcomes of care for diverse populations though use of quality improvement data collection and analysis.**

Relevant Associations:

Standard Associations:

CCNE 2010 Accreditation Standards

3.2.1 Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

Detailed Assessment Report

As of: 5/08/2015 04:42 PM EDT

2014-2015 Master of Science in Nursing MSN

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

In support of Indiana University Kokomo's statements of commitment, the mission of the School of Nursing is to provide educational opportunities that prepare nurses at the baccalaureate and higher degree levels to provide safe, culturally competent, evidence-based health care. Reflective of the faculty commitment to professional nursing, students are presented with opportunities for community involvement, professional engagement and lifelong learning.

Goals

G 1:Model Excellence in Nursing Leadership

Model excellence in nursing leadership to improve nursing practice within the healthcare system.

G 2:Conduct advanced nursing practice

Function within an ethical-legal framework.

G 3:Synthesize knowledge

Synthesize knowledge from nursing, biological, behavioral, social, administrative, educational, and communication sciences for application to area of specialty.

G 4:Demonstrate scholarly inquiry

Demonstrate scholarly inquiry and reflection that exemplifies clinical reasoning, critical, creative, and systems thinking.

G 5:Frame problems, design interventions, specify outcomes, and measure achievement

Use information technology and knowledge-based resources to inform practice.

G 6:Use information technology and knowledge-based resources

Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.

G 7: Systematically apply evidence from research findings

Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.

G 8: Demonstrate collaborative practice and interpret nursing science

Engage in lifelong learning activities that contribute to the professional nursing development and advancement of the nursing profession.

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1: Administration-Communication and Relationship Building

Communication and Relationship Building.

Related Artifacts/Objects:

A 1: Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

All results for assessments are located in the MSN Evaluation report attached via documents.

Source of Evidence: Graduate/professional school acceptance rate

Benchmark:

Our **benchmarks are set at achievement of a Mean of 3.0 or more** in all areas.

A 2: Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

The following are the **criteria for evaluating the portfolio**, along with the rubric for evaluation.

Criteria

The benchmark for evaluating the portfolio is "three or above." That is, the mean of the ranking scores for each MSN competency is three or above based on all the students. The mean of the ranking score for the aggregate of students in the MSN program is also three or above.

For Each Competency, the following rubric is used:

4=Excellence Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally **and**

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

Evidence presented shows that the student has mastered the competency in a complete manner; **or** Demonstrates good integration of knowledge, insight.

2=Just Below Satisfactory Performance Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; **or**

Evaluator finds that evidence is not presented in a professional manner; **or**

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=Unsatisfactory Performance Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; **or**

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); **or**

Evidence presented is found to be unsafe, unethical, or fraudulent.

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Rater assigns a numeric value to each category:

Benchmark:

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A 3:Preceptor Evaluation

Preceptor Evaluation

Preceptors will evaluate students at the end of their practicum experience using separate instruments mapped to competencies for each track. The preceptor works with the student so that attainment of student learning outcomes is met for T679 Nursing Education Practicum and L579 Nursing Administration Practicum.

Source of Evidence: Performance (recital, exhibit, science project)

Benchmark:

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A 4:Student Self-Assessment

AONE Nurse Executive Competencies Assessment Tool pre-/post- for nursing administration and Nurse Educator Competencies Assessment Tool pre-/post- for nursing education.

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

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S 10:Education-Facilitate Learning

Nurse educators are responsible for creating an environment in classroom, laboratory, and

clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

Related Artifacts/Objects:

A 1:Graduate Survey

1. Graduate Satisfaction

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Other Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

O 2:Administration-Knowledge of the Healthcare Environment

A Knowledge of the Healthcare Environment.

Related Artifacts/Objects:

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O 3:Administration-Leadership

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O 4:Administration-Professionalism

Professionalism

Related Artifacts/Objects:

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O 5:Administration-Business Skills

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Related Artifacts/Objects:

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O 11:Education-Facilitate Learner Development and Socialization

Nurse educators recognize their responsibility for helping students develop as nurses and

integrate the values and behaviors expected of those who fulfill that role.

Related Artifacts/Objects:

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Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

Evidence presented shows that the student has mastered the competency in a complete manner; **or** Demonstrates good integration of knowledge, insight.

2=Just Below Satisfactory Performance Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; **or**

Evaluator finds that evidence is not presented in a professional manner; **or**

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=Unsatisfactory Performance Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; **or**

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); **or**

Evidence presented is found to be unsafe, unethical, or fraudulent.

4=Excellence Evident

3=Satisfactory Performance

2=Just Below Satisfactory.

1=Unsatisfactory Performance

Rater assigns a numeric value to each category:

A 3:Preceptor Evaluation

Preceptor Evaluation

Preceptors will evaluate students at the end of their practicum experience using separate instruments mapped to competencies for each track. The preceptor works with the student so that attainment of student learning outcomes is met for T679 Nursing Education Practicum and L579 Nursing Administration Practicum.

Source of Evidence: Performance (recital, exhibit, science project)

Benchmark:

Professional Competencies Self-Assessment Tool and Preceptor Evaluation Tool: Based on Benner's Novice to Expert. 1= Novice, 2= Advanced Beginner, **3=Competent**, 4= Proficient, 5=Expert. Benchmark: Means at 2.00 or more on all measures.

A 4:Student Self-Assessment

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pre-/post- for nursing education.

The AONE competency and nurse educator competency assessment tools will be used pre- and post- to measure student perception of their level of competency before beginning the program and at the end of their program. Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program. After pre-/post- data is analyzed per student to inform student perception of their competency, data will be aggregated and combined with portfolio aggregated data and the preceptor aggregated data. This is the third data set to form the triangulation that strengthens evaluation results of program learning outcomes.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

O 12: Education-Use Assessment and Evaluation Strategies

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

Related Artifacts/Objects:

A 1: Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

All results for assessments are located in the MSN Evaluation report attached via documents.

Source of Evidence: Graduate/professional school acceptance rate

Benchmark:

Our **benchmarks are set at achievement of a Mean of 3.0 or more** in all areas.

A 2:Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

The following are **the criteria for evaluating the portfolio**, along with the rubric for evaluation.

Criteria

The benchmark for evaluating the portfolio is "three or above." That is, the mean of the ranking scores for each MSN competency is three or above based on all the students. The mean of the ranking score for the aggregate of students in the MSN program is also three or above.

For Each Competency, the following rubric is used:

4=Excellence Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally **and**

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

Evidence presented shows that the student has mastered the competency in a complete manner; **or** Demonstrates good integration of knowledge, insight.

2=Just Below Satisfactory Performance Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; **or**

Evaluator finds that evidence is not presented in a professional manner; **or**

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=Unsatisfactory Performance Evident in Meeting BSN Outcome

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Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); **or**

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4=Excellence Evident

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

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O 13: Education-Participate in Curriculum Design and Evaluation of Program Outcomes

Nurse educators are responsible for formulating program outcomes and designing curricula

that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

Related Artifacts/Objects:

A 1: Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

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Benchmark:

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A 2: Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

The following are the **criteria for evaluating the portfolio**, along with the rubric for evaluation.

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The benchmark for evaluating the portfolio is "three or above." That is, the mean of the ranking scores for each MSN competency is three or above based on all the students. The mean of the ranking score for the aggregate of students in the MSN program is also three or above.

For Each Competency, the following rubric is used:

4=Excellence Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally **and**

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

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Source of Evidence: Performance (recital, exhibit, science project)

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive

competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

O 14: Education-Function as a Change Agent and Leader

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

Related Artifacts/Objects:

A 1: Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

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Source of Evidence: Graduate/professional school acceptance rate

Benchmark:

Our **benchmarks are set at achievement of a Mean of 3.0 or more** in all areas.

A 2: Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

The following are **the criteria for evaluating the portfolio**, along with the rubric for evaluation.

Criteria

The benchmark for evaluating the portfolio is "three or above." That is, the mean of the

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For Each Competency, the following rubric is used:

4=Excellence Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally **and**

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

Evidence presented shows that the student has mastered the competency in a complete manner; **or** Demonstrates good integration of knowledge, insight.

2=Just Below Satisfactory Performance Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; **or**

Evaluator finds that evidence is not presented in a professional manner; **or**

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=Unsatisfactory Performance Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; **or**

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); **or**

Evidence presented is found to be unsafe, unethical, or fraudulent.

4=Excellence Evident

3=Satisfactory Performance

2=Just Below Satisfactory.

1=Unsatisfactory Performance

Rater assigns a numeric value to each category:

Benchmark:

Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.

A 3:Preceptor Evaluation

Preceptor Evaluation

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Source of Evidence: Performance (recital, exhibit, science project)

Benchmark:

Professional Competencies Self-Assessment Tool and Preceptor Evaluation Tool: Based on Benner's Novice to Expert. 1= Novice, 2= Advanced Beginner, **3=Competent**, 4= Proficient, 5=Expert. Benchmark: Means at 2.00 or more on all measures.

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

O 15:Education-Pursue Continuous Quality Improvement in the Nurse Educator Role

Nurse educators recognize that their role is multidimensional and that an ongoing

commitment to develop and maintain competence in the role is essential.

Related Artifacts/Objects:

A 1:Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

All results for assessments are located in the MSN Evaluation report attached via documents.

Source of Evidence: Graduate/professional school acceptance rate

Benchmark:

Our **benchmarks are set at achievement of a Mean of 3.0 or more** in all areas.

A 2:Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

The following are **the criteria for evaluating the portfolio**, along with the rubric for evaluation.

Criteria

The benchmark for evaluating the portfolio is "three or above." That is, the mean of the ranking scores for each MSN competency is three or above based on all the students. The mean of the ranking score for the aggregate of students in the MSN program is also three or above.

For Each Competency, the following rubric is used:

4=**Excellence** Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally **and**

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

Evidence presented shows that the student has mastered the competency in a complete manner; **or** Demonstrates good integration of knowledge, insight.

2=Just Below Satisfactory Performance Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; **or**

Evaluator finds that evidence is not presented in a professional manner; **or**

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=Unsatisfactory Performance Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; **or**

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); **or**

Evidence presented is found to be unsafe, unethical, or fraudulent.

4=Excellence Evident

3=Satisfactory Performance

2=Just Below Satisfactory.

1=Unsatisfactory Performance

Rater assigns a numeric value to each category:

Benchmark:

Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.

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T679 Nursing Education Practicum and L579 Nursing Administration Practicum.

Source of Evidence: Performance (recital, exhibit, science project)

Benchmark:

Professional Competencies Self-Assessment Tool and Preceptor

Evaluation Tool: Based on Benner's Novice to Expert. 1= Novice, 2= Advanced Beginner, 3=Competent, 4= Proficient, 5=Expert. Benchmark: Means at 2.00 or more on all measures.

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

O 16:Education-Engage in Scholarship

Nurse educators acknowledge that scholarship is an integral component of the faculty role,

and that teaching itself is a scholarly activity.

Related Artifacts/Objects:

A 2:Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

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Criteria

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4=Excellence Evident in meeting MSN Competency

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Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

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Rater assigns a numeric value to each category:

Benchmark:

Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

O 17: Education-Function within the Educational Environment

Nurse educators are knowledgeable about the educational environment within which they

practice and recognize how political, institutional, social and economic forces impact their role.

Related Artifacts/Objects:

A 1: Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

O 18:ACEN

The ACEN is the entity that is responsible for the specialized accreditation of nursing education programs, both postsecondary and higher degree, which offer either a certificate, a diploma, or a recognized professional degree (clinical doctorate, master's/post-master's certificate, baccalaureate, associate , diploma, and practical).

The Commission has authority and accountability inherent in the application of standards and criteria, accreditation processes, and the affairs, management, policy-making, and general administration of the ACEN.

Relevant Associations:

ACEN

Standard Associations:

ACEN (NLNAC) 2013 Standards and Criteria: Master's and Post-Masters Certificate

6 OUTCOMES: Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

6.1 The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

- Student learning outcomes;
- Program outcomes;
- Role-specific professional competencies; and
- The NLNAC Standards.

The systematic plan of evaluation contains specific, measurable expected levels of achievement; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.

6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

6.3 Evaluation findings are shared with communities of interest.

6.4 The program demonstrates evidence of achievement in meeting the program outcomes.

6.4.1 Performance on licensure and/or certification exams:

- For entry-level master's programs, the program's 3-year mean for the licensure exam pass rate will be at or above the national mean for the same 3-year period.

- The certification exam pass rates for first time candidates will be at or above the national mean.
- 6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.
- 6.4.3 Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.
- 6.4.4 Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.
- 6.4.5 Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

Related Artifacts/Objects:

A 1:Graduate Survey

1. Graduate Satisfaction

Near the close of the last semester, students will complete a **self-report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures.

All results for assessments are located in the MSN Evaluation report attached via documents.

Source of Evidence: Graduate/professional school acceptance rate

Benchmark:

Our **benchmarks are set at achievement of a Mean of 3.0 or more** in all areas.

A 2:Portfolio Criteria

Portfolio Criteria

Source of Evidence: Portfolio, showing skill development or best work

The following are **the criteria for evaluating the portfolio**, along with the rubric for evaluation.

Criteria

The benchmark for evaluating the portfolio is "three or above." That is, the mean of the ranking scores for each MSN competency is three or above based on all the students. The mean of the ranking score for the aggregate of students in the MSN program is also three or above.

For Each Competency, the following rubric is used:

4=Excellence Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally **and**

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; **or**

Demonstrates high level of integration of knowledge, unusually strong insight.

3=Satisfactory Performance Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; **and**

Evidence presented shows that the student has mastered the competency in a complete manner; **or** Demonstrates good integration of knowledge, insight.

2=Just Below Satisfactory Performance Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; **or**

Evaluator finds that evidence is not presented in a professional manner; **or**

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=Unsatisfactory Performance Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; **or**

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); **or**

Evidence presented is found to be unsafe, unethical, or fraudulent.

4=Excellence Evident

3=Satisfactory Performance

2=Just Below Satisfactory.

1=Unsatisfactory Performance

Rater assigns a numeric value to each category:

Benchmark:

Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual

competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.

A 3:Preceptor Evaluation

Preceptor Evaluation

Preceptors will evaluate students at the end of their practicum experience using separate instruments mapped to competencies for each track. The preceptor works with the student so that attainment of student learning outcomes is met for T679 Nursing Education Practicum and L579 Nursing Administration Practicum.

Source of Evidence: Performance (recital, exhibit, science project)

Benchmark:

Professional Competencies Self-Assessment Tool and Preceptor Evaluation Tool: Based on Benner's Novice to Expert. 1= Novice, 2= Advanced Beginner, **3=Competent**, 4= Proficient, 5=Expert. Benchmark: Means at 2.00 or more on all measures.

A 4:Student Self-Assessment

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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Benchmark:

Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Program Improvement Plans

As evidenced by the portfolio and various evaluation methods all MSN Program Outcomes Significantly exceeded expectations. The curriculum is effective and will be continued without major revisions at this time. We will continue to evaluate courses per faculty evaluation of "meeting course outcomes" and make changes as recommended or approved by the committee. It was found that two instruments (Administration Pre/Post Self-Assessment & the Preceptor Evaluation Tool) need to be revised due to data collection errors. Revised instruments will be piloted using December 2014 graduates. In the fall of 2013 ACEN site visitors recommended the maximum accreditation of 5 years the maximum for a new program.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High